Nexus Education Schools Trust

Behaviour Policy

Positive Relationships, Motivation and Learning

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Contents

Part 1: Grove Primary School Positive Behaviour Policy 4
1. Our School Values and Behaviour Expectations 4
2. Our Rewards and Recognition 4
3. Our Approach to Behaviour that Challenges 5
4. Time to Regulate and Reflect 8
5. Our Approach to Mobile Phones and Smart Technology 9
6. How We Work with Parents and Carers 9
7. Supporting Pupils with SEND 10
8. Safeguarding and Behaviour 11
Part 2: NEST Positive Behaviour Policy Framework 12
Trust-Wide Principles, Frameworks and Requirements 12
1. Introduction and Trust Vision 12
1.1 Our Trust 12
1.2 Our Vision for Behaviour 12
1.3 Purpose of this Framework 12
2. Legal Framework and Statutory Compliance 13
3. Trust-Wide Principles 13
5.3 Applying the Framework 15
6. Trust Threshold Framework for Sanctions and Consequences 16
6.1 Principles 16
6.2 Four-Level Framework 16
6.3 Applying the Framework 17
6.4 Time to Regulate and Reflect 18
6.5 Suspension and Permanent Exclusion 18
6.6 Searching, Screening and Confiscation 19
6.7 Behaviour Beyond the School Gate 19
6.8 Physical Intervention and Restrictive Practices 20
7. Safeguarding, SEND and Inclusion 20
7.1 Behaviour as a Safeguarding Concern 20
7.2 Child-on-Child Abuse 20
7.3 Special Educational Needs and Disabilities (SEND) 21
8. Mobile Phones and Smart Technology 21
9. Monitoring and Accountability 22
10. Partnership with Parents and Carers 22
11. Conclusion 22

Appendix 1 – NEST Behaviour Support Plan 23
Appendix 2 – NEST Anti-Bullying Statement.....24

Part 1: Grove Primary School Positive Behaviour Policy

School-Specific Details

This section sets out how we implement positive behaviour at Grove Primary School in line with NEST principles and frameworks.

1. Our School Values and Behaviour Expectations

Our school values are: Respect, Empathy, Creativity, Ambition, Courage, Resilience

Our behaviour expectations are: "Ready, Respectful, Safe"

How we teach and reinforce expectations:

- Expectations are displayed in every classroom and around school
- We explicitly teach expectations at the start of each term
- We use assemblies to reinforce our values
- Staff model expected behaviour at all times
- We use restorative language to help children understand the impact of their behaviour
- We celebrate positive behaviour through our rewards system (see below)
- We work in partnership with parents to reinforce expectations at home

2. Our Rewards and Recognition

At Grove Primary School, we recognise and celebrate positive behaviour in line with NEST principles.

We believe that:

- Recognition should be meaningful, specific and genuine
- We should recognise effort, progress and kindness as well as achievement
- All children should have opportunities to be recognised
- Recognition should be inclusive and accessible to all pupils

Our Rewards and Recognition Systems:

Level	Examples of Behaviour	Our Recognition
Level 1: Everyday Positive Behaviour	Following expectations consistently, showing kindness, trying hard, listening well, being helpful, demonstrating school values in daily actions	Verbal praise, stickers, positive note home, pupil of the day stickers, dojo, golden globes, moving on the positive behaviour ladder
Level 2: Going Above and Beyond	Consistently demonstrating values over time, showing particular kindness or empathy, helping others without being asked, showing resilience or perseverance, making significant effort or improvement, being a positive role model, contributing positively to school community	Star of the week, kindness award, special privilege,

Level	Examples of Behaviour	Our Recognition
Level 3: Outstanding Achievement or Contribution	Sustained excellence in behaviour, learning or contribution over a term or year, significant acts of kindness, courage or leadership, exceptional effort or progress in overcoming barriers, making significant positive impact on school community, representing school exceptionally well (competitions, events, wider community), demonstrating outstanding resilience or growth mindset	Headteacher's award, feature in newsletter, Termly Achievement Awards, End of year award ceremony.
Level 4: Exceptional and Sustained Excellence	Sustained outstanding behaviour, effort and contribution across the year or key stage, exceptional leadership, role modelling or positive influence on others, overcoming significant personal challenges with remarkable resilience and determination, making exceptional contribution to school or wider community, consistently embodying school values at the highest level	End-of-year awards ceremony

Our specific rewards include:

- Weekly "Star of the Week" postcards in assembly
- Termly Achievement Awards
- Postcards home for going above and beyond
- Golden Globes
- Positive Behaviour Ladder
- Dojo points

3. Our Approach to Behaviour that Challenges

At Grove Primary School, we respond to behaviour that challenges in line with NEST principles.

We believe that:

- All behaviour is communication – we seek to understand the needs behind behaviour
- Sanctions should be proportionate, fair, educational and restorative
- We must always consider individual circumstances, SEND and safeguarding concerns
- We will always challenge misbehaviour and support all pupils to achieve high standards
- Personal circumstances will be taken into account when choosing sanctions
- We use highly punitive sanctions only as a last resort
- Restorative approaches help children understand impact, repair relationships and learn from mistakes

Our Sanctions and Consequences:

At Grove Primary School, we use the Trust's 4-level framework to guide our approach to sanctions. Our specific systems are:

Trust Level	Examples of Behaviour	Our Response	Our Sanction
Level 1: Low-Level Disruption	Calling out or talking over others, off-task behaviour or lack of focus, minor defiance or reluctance to follow instructions, not following routines (e.g. incorrect uniform, forgetting equipment), low-level unkindness or thoughtlessness	**In the moment:** Non-verbal reminder (e.g. proximity, eye contact), positive redirection, quiet reminder of expectations, tactical ignoring **If continues:** Quiet, private conversation, brief reflection time in class	[E.g. Verbal reminder, name moved on behaviour chart (EYFS/KS1), brief time-out in class (1-2 minutes), loss of 5 minutes of break time]
Level 2: Persistent or More Serious Disruption	Repeated Level 1 behaviours after reminders, deliberate disruption to learning, disrespectful language or behaviour towards peers or staff, minor physical behaviour (e.g. pushing, snatching), refusal to follow instructions, damage to property (minor or accidental)	**Response:** Restorative conversation with class teacher or pastoral lead, time in reflection space (supervised), contact with parents (phone call or face to face), involvement of phase leader or pastoral lead	[E.g. Loss of 10-15 minutes break time, missing part of golden time, restorative meeting with teacher and/or peers,]
Level 3: Significant Behaviour Concerns	Repeated Level 2 behaviours despite intervention, physical aggression or violence towards others, bullying (including cyberbullying, prejudice-based or discriminatory bullying), deliberate damage to property, theft, leaving the classroom or school site without permission, swearing or offensive language directed at staff, behaviour that puts self or others at risk of harm	**Response:** Immediate intervention by senior leader (Head of School, Assistant Headteacher, SENDCO), safeguarding referral to DSL if needed, parents contacted immediately (phone call and meeting), restorative meeting with all parties involved, behaviour support plan or risk assessment, involvement of SENCO (if unmet needs suspected), possible involvement of external agencies (e.g. Early Help, educational psychologist)	E.g. Internal reflection with senior leader, loss of break times for a period, loss of privileges as appropriate (e.g. school trips, clubs), possible fixed-term internal or external suspension (in line with statutory guidance)
Level 4: Serious Safeguarding or Criminal Behaviour	Serious physical violence or assault, harmful sexual behaviour, possession or use of weapons, drugs or alcohol, persistent bullying or discriminatory behaviour causing significant harm, behaviour that poses an immediate risk to the safety of others, criminal behaviour (e.g. theft, vandalism, assault), sharing or possessing indecent images	**Response: Immediate safeguarding referral to DSL**, **possible police involvement** (depending on severity and legal requirements), immediate risk assessment and safety plan, suspension while investigation takes place (in line with statutory guidance), multi-agency involvement (e.g. social care, police, mental health services), support for victim(s) and alleged child/children who caused harm	[E.g. Fixed-term suspension (in line with statutory guidance), possible permanent exclusion (only after all alternatives have been exhausted and in line with statutory guidance)

Note: All sanctions take into account the pupil's age, SEND, context and any safeguarding concerns. Reasonable adjustments are made where appropriate.

Our Specific Approaches Include:

Restorative Conversations:

We use restorative questions to help children reflect on their behaviour:

- What happened?
- What were you thinking at the time?
- Who has been affected by what you did?
- What do you think you need to do to put things right?

Reflection Space:

- We have designated reflection spaces
- These are calm, supervised spaces where children can:
    - Calm down and regulate their emotions
    - Reflect on their behaviour using visual prompts or worksheets
    - Talk to a trusted adult about what happened
    - Plan how to put things right
- Children return to class as soon as they are ready, with support to reintegrate

Communication with Parents:

- **Level 1:** Informal conversation at pick-up or phone call (if persistent)
- **Level 2:** Phone call home on the same day, or face-to-face conversation
- **Level 3:** Phone call home immediately, followed by meeting with class teacher and/or senior leader
- **Level 4:** Phone call home immediately, meeting with Executive Headteacher, Deputy Head Teacher, formal letters as required by statutory guidance

Behaviour Support Plans:

- For pupils with persistent or complex behaviour needs, we develop a behaviour support plan in partnership with:
    - The child
    - Parents/carers
    - Class teacher
    - SENDCo
    - External professionals (if appropriate)

- The plan includes:
    - Triggers and early warning signs
    - Proactive strategies to prevent behaviour
    - Support strategies (e.g. sensory breaks, visual supports, key adult)
    - Reactive strategies (how to respond if behaviour occurs)
    - Targets and review dates

- We use the NEST Schools Trust Behaviour Support Plan Template

Involvement of SENDCo:

- If a child displays persistent challenging behaviour, we involve the SENDCo to:
    - Investigate whether there are unmet or unidentified SEND or mental health needs
    - Consider whether reasonable adjustments are needed
    - Explore additional support (e.g. nurture group, 1:1 support, external agency involvement)

4. Time to Regulate and Reflect

At Grove Primary School we use time to regulate and reflect thoughtfully and purposefully.

Our Approach

Time to regulate and reflect can be an effective strategy when used appropriately and proportionately as part of a child-centred approach. We may use it to:

- Help a pupil regulate their emotions and calm down in a safe, supervised space
- Allow other pupils to continue learning without disruption
- Keep everyone safe
- Provide time and space for reflection before a restorative conversation

However, time to regulate and reflect should not be:

- An immediate or automatic response without due consideration of the child's specific needs and/or using other strategies appropriate to the situation
- Used repeatedly for the same pupil without addressing the underlying causes of behaviour
- Used as a long-term solution or routine practice unless recommended as an appropriate strategy by an external specialist based on the child's specific needs

When we use time to regulate and reflect:

- It is brief, supervised and purposeful
- The pupil is supported by a trusted adult in a calm, safe space
- We seek to understand what triggered the behaviour
- The pupil is supported to return to learning as quickly as possible
- A restorative conversation follows to help the pupil understand impact, repair relationships and plan for success
- We monitor data to ensure it is not disproportionately applied to certain groups
- We investigate patterns of repeated use for individual pupils and consider whether additional support is needed (e.g. behaviour support plan, SENDCo involvement, reasonable adjustments)

Our Specific Approach to Time to Regulate and Reflect

We use a graduated response:

Step 1: Non-verbal cues and reminders (e.g. eye contact, proximity, gentle tap on desk)

Step 2: Quiet, private verbal reminder of expectations

Step 3: Brief time in class (e.g. move to different area of classroom, 2-5 minutes)

Step 4: Time to regulate and reflect (if behaviour continues)

- Pupil works in another class with supervision from the class teacher
- Time is brief and purposeful (typically 10-20 minutes, or until pupil is calm and ready to return)

- Restorative conversation takes place when pupil is ready
- Pupil is supported to return to class with a plan for success

5. Our Approach to Mobile Phones and Smart Technology

At Grove Primary School, we follow the NEST Schools Trust Mobile Phones and Smart Technology Policy.

In summary:

- Mobile phones must not be used during the school day
- Where it has been agreed that pupils may bring mobile phones to school, they must be handed into the class teacher on arrival and will be returned at the end of the school day
- Sanctions for misuse are set out in the NEST Mobile Phones and Smart Technology Policy

For full details, see the NEST Schools Trust Mobile Phones and Smart Technology Policy, available on our school website.

Digital Literacy and Online Safety

Even though pupils do not use phones during the school day, we ensure they can navigate the online world safely outside of school:

- We teach digital literacy and online safety through our computing curriculum, PSHE lessons and assemblies
- Topics include:
    - How to stay safe online
    - Recognising and reporting inappropriate content
    - Cyberbullying and how to respond
    - Privacy and personal information
    - Critical thinking about online content (e.g. fake news, influencers)
    - Healthy screen time and digital wellbeing
- We work with parents/carers through:
    - Annual online safety parent workshop
    - Information in newsletters and on the school website
    - Signposting to resources (e.g. Internet Matters, NSPCC, Childnet)
- Our DSL monitors online safety concerns and ensures appropriate support is in place

6. How We Work with Parents and Carers

At Grove Primary School, we work closely with parents and carers in line with NEST Schools Trust expectations.

Our Specific Approaches

Communication:

We communicate behaviour expectations through:

- School website – this policy is published in full
- Parent handbook – given to all new families
- Welcome meetings – for Reception parents and new families
- Meet the Teacher – at the start of each year

- Newsletter – updates from the school
- Assemblies – parents invited to celebration assemblies

We celebrate positive behaviour with parents through:

- Postcards home – sent to celebrate specific achievements
- Positive conversations – to share successes
- Certificates/postcards – sent home weekly from celebration assembly
- School newsletter – celebrating individual and class achievements

We contact parents about behaviour concerns through:

- Informal conversation at pick-up (for minor concerns)
- Phone call home on the same day (for Level 2 and above)
- Face-to-face meeting (for persistent or serious concerns)
- Letters home (for formal sanctions or suspensions, in line with statutory guidance)

7. Supporting Pupils with SEND

At Grove Primary School, we make reasonable adjustments for pupils with SEND.

We recognise that:

- Behaviour can be a form of communication for pupils with SEND and may indicate an unmet need, difficulty, or barrier to learning.
- When responding to behaviour that is linked to a pupil's SEND or mental health needs, staff will consider the underlying causes and provide appropriate support and reasonable adjustments.
- Applying consequences without consideration of a pupil's disability-related needs may constitute discrimination under the Equality Act 2010.
- The school is committed to making reasonable adjustments to ensure that pupils with SEND can access education, regulate their behaviour successfully, and thrive within the school community.

Our reasonable adjustments may include:

- Adapted communication methods (e.g. visual supports, Makaton, PECS, AAC devices)
- Visual supports and social stories
- Sensory breaks or movement breaks
- Adapted tasks and instructions
- Personalised behaviour support plans
- Alternative sanctions appropriate to the pupil's needs
- Additional adult support
- Access to sensory spaces or resources
- Workstations
- TEACCH Approach
- Bespoke timetables
- Ear defenders
- Timers
- Reduced timetables (time limited)
- Individualised rewards or behaviour charts
- Mentoring (external or internal)

We work closely with:

- Parents/carers – they are experts on their child
- Our SENDCo – to investigate unmet needs and advise on strategies
- External professionals (e.g. educational psychologist, autism outreach, CAMHS, occupational therapist, speech and language therapist)

8. Safeguarding and Behaviour

At Grove Primary School, we recognise that behaviour can indicate safeguarding concerns.

Our Approach

All staff know that:

- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Changes in behaviour may indicate abuse, neglect, exploitation or mental health concerns
- The pupil's safety always comes first, even when they're behaving in a very challenging way
- We must report concerns to the DSL immediately
- We must avoid issuing automatic or punitive sanctions without understanding the context
- We must prioritise support and safeguarding over punishment

We have clear procedures for:

- Child-on-child abuse (including harmful sexual behaviour, bullying, physical abuse)
- Behaviour that may indicate safeguarding concerns
- Supporting victims and addressing the child/children who caused harm, through restorative approaches
- Working with external agencies (e.g. social care, police, mental health services)

For more information, see:

- NEST Child Protection and Safeguarding Policy
- NEST Anti-Bullying Statement
- NEST Restrictive Intervention Procedure

Part 2: NEST Positive Behaviour Policy Framework

Trust-Wide Principles, Frameworks and Requirements

This section sets out the Trust's vision, principles and frameworks that underpin positive behaviour across all NEST schools.

1. Introduction and Trust Vision

1.1 Our Trust

NEST Schools Trust is committed to providing an outstanding education for all children across our family of schools. We believe that excellent behaviour is the foundation for excellent learning, and that every child deserves to feel safe, valued and supported to reach their full potential.

1.2 Our Vision for Behaviour

At NEST, we believe that positive behaviour is rooted in strong, trusting relationships between adults and children.

We also believe that:

- Children thrive in calm, safe and predictable environments where expectations are clear and consistently applied
- All behaviour is communication and we seek to understand the needs behind the behaviour
- Every child can meet high expectations when given the right support, understanding and encouragement
- Restorative approaches help children learn from their mistakes and repair relationships
- Inclusion is central to our approach – we recognise that some children need additional support and reasonable adjustments

1.3 Purpose of this Framework

This framework sets out the Trust's core principles, values and expectations for positive behaviour across all NEST schools. It provides:

- Consistency of principles across the Trust
- Threshold frameworks to guide proportionate responses
- Clear expectations for safeguarding, SEND and inclusion
- Alignment with statutory requirements

Schools personalise this framework through Part 1 (School-Specific Details) to reflect their unique context, values and community.

2. Legal Framework and Statutory Compliance

This policy has been developed in line with:

- The requirement for all schools to have a behaviour policy which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- DfE guidance: Behaviour in Schools (2024)
- Keeping Children Safe in Education (KCSIE) 2026
- The Equality Act 2010 and Public Sector Equality Duty
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2023)
- DfE guidance: Mobile Phones in Schools (2024) – which will become statutory following the Children's Wellbeing and Schools Act 2026
- DfE guidance: Searching, Screening and Confiscation (2024)

3. Trust-Wide Principles

All NEST schools will uphold the following core principles:

3.1 Relationships First

Positive behaviour is rooted in strong, trusting relationships between staff and pupils. Adults model the behaviour and values we expect from children. All staff have a responsibility to provide a safe environment in which children can learn. Staff treat all children with dignity, respect and fairness.

3.2 Clear and Consistent Expectations

Behaviour expectations are clear, simple, age-appropriate and consistently applied by all staff across the school. Rules and routines are explicitly taught and regularly reinforced. Policy rules and expectations must be clear and fair, using language that is detailed and easy to understand by everyone.

3.3 Calm, Safe and Predictable Environments

Classrooms and communal spaces promote calm, focused learning. Routines are predictable and help children feel secure. Physical and emotional safety is prioritised at all times. An effective whole school approach to online safety empowers a school to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

3.4 Inclusive and Responsive Practice

Under the Public Sector Equality Duty and the Equality Act 2010, schools must eliminate discrimination and consider any equality implications of policies. Schools should consider whether a pupil's SEN has contributed to misbehaviour and if so, whether it is appropriate to sanction the pupil, including whether any reasonable adjustments need to be made to the sanction.

We recognise that behaviour may indicate unmet needs, including SEND, mental health difficulties or safeguarding concerns. Behaviour issues can indicate safeguarding concerns. Certain groups can face greater barriers to their safeguarding needs being disclosed, recognised and addressed. Personal circumstances are considered when choosing sanctions or rewards.

3.5 Restorative and Learning-Focused

Children are supported to understand the impact of their behaviour. Opportunities are provided to reflect, repair relationships and put things right. Mistakes are seen as learning opportunities. Removing pupils from class should not be used as a routine response without first using other strategies, as it doesn't resolve the problem triggering misbehaviour and can create a cycle of the pupil falling behind, becoming disengaged and misbehaving further.

3.6 Recognition and Positive Reinforcement

Positive behaviour is actively recognised and celebrated. Effort, improvement and kindness are valued alongside achievement. All children have opportunities to experience success and recognition.

4. Roles and Responsibilities

The Trust Board will ensure this policy reflects statutory requirements and best practice, monitor the effectiveness of behaviour approaches across Trust schools, review behaviour data (including exclusions and suspensions) to identify trends and ensure equity, and ensure schools have appropriate support and resources.

Local Committees will approve the school's Part 1 (School-Specific Details), monitor behaviour data and effectiveness, analyse for trends and disparities, and support the headteacher in maintaining high standards.

Headteachers will implement this policy and complete Part 1, model expected behaviour, ensure all staff understand and consistently apply the policy, analyse behaviour data, and ensure appropriate training and support for staff.

All Staff must consistently apply the policy, model positive behaviour, build positive relationships, apply expectations fairly, identify children who may benefit from early help, recognise that behaviour may indicate safeguarding concerns, and work with parents/carers and professionals.

Parents and carers are expected to support the school's behaviour expectations, communicate openly with school about any concerns, work in partnership with school to address behaviour difficulties, and model respectful behaviour in all interactions with the school community.

Pupils are expected to follow behaviour expectations, treat others with respect and kindness, take responsibility for their actions, and ask for help when needed.

5. Trust Threshold Framework for Rewards and Recognition

5.1 Principles

All NEST schools will:

- Actively recognise and celebrate positive behaviour
- Ensure recognition is meaningful, specific and genuine
- Recognise effort, progress and kindness as well as achievement
- Ensure all children have opportunities to be recognised
- Avoid systems that inadvertently exclude or disadvantage certain groups

5.2 Four-Level Framework

This framework provides indicative guidance to ensure consistency across the Trust. Schools must use all 4 levels but determine the specific rewards and systems within each level, aligned with the principles above.

Level	Examples of Behaviour	Suggested Recognition	Purpose
Level 1: Everyday Positive Behaviour	Following expectations consistently, showing respect and kindness, being ready to learn, trying hard, being helpful, demonstrating school values in daily actions	Verbal praise, positive non-verbal acknowledgement, stickers/stamps, house points, positive notes home, class recognition	To create a positive culture where expected behaviour is noticed, valued and reinforced daily
Level 2: Going Above and Beyond	Consistently demonstrating values over time, showing particular kindness, helping others unprompted, showing resilience, being a positive role model, contributing positively to community	Praise from senior leaders, certificates, postcards home, recognition in assembly, special privileges, display of work, accumulated rewards	To celebrate effort, improvement and positive contributions that go beyond everyday expectations
Level 3: Outstanding Achievement or Contribution	Sustained excellence over a term/year, significant acts of kindness/courage/leadership, exceptional effort or progress, making significant positive impact, representing school exceptionally well	Headteacher's award, whole-school celebration assembly, special certificate/trophy, letter/call from headteacher, feature in newsletter/website, invitation to special event, termly awards	To celebrate significant achievements and contributions that have lasting positive impact
Level 4: Exceptional and Sustained Excellence	Sustained outstanding behaviour across the year/key stage, exceptional leadership/role modelling, overcoming significant challenges with remarkable resilience, exceptional contribution to school/community	Annual awards ceremony, special recognition event, award from headteacher/governors/special guest, permanent recognition (honours board/photo display), celebration with family and community	To celebrate exceptional and sustained excellence that represents the very best of what the school stands for

5.3 Applying the Framework

Schools must:

- Use all 4 levels to ensure consistency across the Trust
- Design specific rewards and systems within each level that reflect their values and context

- Ensure all children have opportunities to be recognised at all levels, including pupils with SEND, disadvantaged pupils, pupils who find behaviour challenging, and quieter pupils
- Make recognition meaningful and specific – avoid generic praise, recognise behaviour/effort not just outcomes, ensure recognition is age-appropriate
- Avoid unhealthy competition – promote positive culture not anxiety, recognise individual progress not just high achievers
- Monitor data to ensure equity – track who is being recognised, ensure fair distribution across all groups

6. Trust Threshold Framework for Sanctions and Consequences

6.1 Principles

All NEST schools will ensure that sanctions are:

- Proportionate to the behaviour
- Consistent with school expectations
- Fair and applied without discrimination
- Educational – helping children understand impact and learn from mistakes
- Restorative where appropriate – focused on repairing harm and relationships

Schools should state their commitment to use highly punitive sanctions only as a last resort and use language such as: "We will always challenge misbehaviour", "We have a high standard for behaviour and we support all pupils to achieve it", "Personal circumstances of the pupil will be taken into account when choosing sanctions"

6.2 Four-Level Framework

This framework provides indicative guidance to ensure consistency across the Trust. Schools must use all 4 levels but determine the specific sanctions and responses within each level, aligned with the principles above.

Level	Examples of Behaviour	Suggested Responses	Outcome
Level 1: Low-Level Disruption	Calling out, off-task behaviour, minor defiance, not following routines, low-level unkindness	Non-verbal cues, positive redirection, tactical ignoring, quiet conversations, restorative conversations, brief reflection time, verbal reminders	Pupil understands expectations and returns to positive behaviour quickly
Level 2: Persistent or More Serious Disruption	Repeated Level 1 after reminders, deliberate disruption, disrespectful language/behaviour, minor physical behaviour, refusal to follow instructions, minor damage to property	Restorative conversation with teacher/pastoral lead, loss of privileges, time to reflect (supervised), communication with parents, behaviour monitoring, involvement of pastoral team/phase leader	Pupil reflects on behaviour, understands impact, is supported to improve. Parents informed and involved

Level	Examples of Behaviour	Suggested Responses	Outcome
Level 3: Significant Behaviour Concerns	Repeated Level 2 despite intervention, physical aggression/violence, bullying (including cyberbullying), deliberate damage to property, theft, leaving site without permission, swearing at staff, behaviour putting self/others at risk	Immediate intervention by senior leader, restorative meeting with all parties, internal reflection (supervised, purposeful, time-limited), behaviour support plan/risk assessment, involvement of SENDCo, involvement of parents (meeting), possible external agency involvement, in some cases: fixed-term suspension	Behaviour addressed seriously. Pupil receives appropriate support and clear consequences. Safeguarding concerns considered and addressed
Level 4: Serious Safeguarding or Criminal Behaviour	Serious violence/assault, harmful sexual behaviour, possession/use of weapons/drugs/alcohol, persistent bullying causing significant harm, behaviour posing immediate risk to safety, criminal behaviour, sharing/possessing indecent images	Immediate safeguarding referral to DSL, possible police involvement, immediate risk assessment and safety plan, suspension while investigation takes place, multi-agency involvement (social care, police, mental health services), support for victim(s) and alleged child/children who caused harm, in most serious cases: permanent exclusion (only after all alternatives exhausted)	Safeguarding prioritised. All parties receive appropriate support. Legal and statutory duties fulfilled. Decisions lawful, reasonable and fair

6.3 Applying the Framework

Schools must:

- Use all 4 levels to ensure consistency across the Trust
- Design specific sanctions and responses within each level that reflect their context and existing systems
- Always consider individual circumstances: pupil's age and developmental stage, whether pupil has SEND or disability, whether behaviour may indicate safeguarding concern, pupil's personal/family circumstances, whether one-off or pattern, impact on others
- Consider whether a pupil's SEN has contributed to misbehaviour and whether reasonable adjustments are needed. Punishing a pupil because of behaviour caused by their SEN or mental health issue that amounts to a disability is discrimination under the Equality Act 2010
- Discuss severe, persistent or concerning behaviour with DSL, avoid automatic punitive sanctions, take time to understand context and consider safeguarding
- Record incidents, responses and outcomes
- Monitor data to ensure sanctions applied fairly and proportionately across all groups

6.4 Time to Regulate and Reflect

Time to regulate and reflect can be an effective strategy when used appropriately and proportionately as part of a child-centred approach. It may be used to:

- Help a pupil regulate their emotions and calm down in a safe, supervised space
- Allow other pupils to continue learning without disruption
- Keep everyone safe
- Provide time and space for reflection before a restorative conversation

However, time to regulate and reflect should not be:

- An immediate or automatic response without first using other strategies appropriate to the situation
- Used repeatedly for the same pupil without addressing the underlying causes of behaviour
- Used as a long-term solution or routine practice
- Punitive, isolating or used in a way that causes distress

Schools may use time to regulate and reflect as part of a graduated response to behaviour, including for persistent low-level disruption, provided that:

- Other strategies have been tried first (e.g. non-verbal cues, reminders, quiet conversations, repositioning)
- It is brief, supervised and purposeful
- The pupil is supported by a trusted adult in a calm, safe space
- Staff seek to understand what triggered the behaviour
- The pupil is supported to return to learning as quickly as possible
- A restorative conversation follows to help the pupil understand impact, repair relationships and plan for success
- The school monitors data to ensure it is not disproportionately applied to certain groups
- The school investigates patterns of repeated use for individual pupils and considers whether additional support is needed (e.g. behaviour support plan, SENDCo involvement, reasonable adjustments)

Schools will set out their specific approach to time to regulate and reflect in Part 1, ensuring it is child-centred, proportionate and aligned with these principles.

6.5 Suspension and Permanent Exclusion

Suspension and permanent exclusion will only be used in line with:

- Statutory guidance: *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England* (2023)
- NEST Suspension and Exclusion Policy

All schools must follow the NEST Suspension and Permanent Exclusion Policy when considering suspension or permanent exclusion.

Headteachers will: consider all alternatives before suspending/excluding, ensure decisions are lawful, reasonable and fair, take account of pupil's SEND, safeguarding needs and personal circumstances, work with Trust and Local Committee as appropriate.

Schools will maintain a behaviour log recording: the incident, sanction applied, contextual/SEND factors, pupil's protected characteristics. This data will be analysed regularly to identify trends or disparities.

6.6 Searching, Screening and Confiscation

School staff have legal powers to search pupils and confiscate items in certain circumstances, as set out in DfE guidance: *Searching, Screening and Confiscation* (2024).

Headteachers and staff authorised by the headteacher can search a pupil:

- With the pupil's consent, for any item
- Without consent, if they have reasonable grounds to suspect the pupil has:
    - A prohibited item (e.g. knives, weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence or cause harm)
    - An item banned under school rules (e.g. mobile phones – if explicitly mentioned in the behaviour policy)

Schools must:

- Ensure searching and confiscation procedures are set out clearly in the behaviour policy
- Ensure staff are trained and understand the rules
- Record all searches without consent
- Consider safeguarding implications – items found may indicate safeguarding concerns
- Follow statutory guidance on handling prohibited items

For detailed guidance, see: DfE *Searching, Screening and Confiscation* (2024)

6.7 Behaviour Beyond the School Gate

Schools can sanction pupils for behaviour outside of school premises, including behaviour that:

- Happens online or via mobile phones/social media
- Occurs while travelling to or from school
- Occurs while wearing school uniform or otherwise identifiable as a pupil of the school
- Poses a threat to another pupil, member of staff or member of the public
- Could adversely affect the reputation of the school

Schools should:

- Make clear in the behaviour policy that they can sanction behaviour outside school
- Ensure sanctions are reasonable and proportionate
- Consider whether the behaviour indicates safeguarding concerns (e.g. cyberbullying, child-on-child abuse, criminal behaviour)
- Work with parents, police and other agencies where appropriate
- Consider whether the behaviour is part of a pattern or linked to behaviour in school

This includes:

- Cyberbullying and online harassment
- Sharing inappropriate images or content online
- Behaviour on school transport
- Behaviour at school-organised events or trips
- Behaviour in the local community that affects other pupils or the school's reputation

For detailed guidance, see: DfE *Behaviour in Schools* (2024), pages 18 and 26.

6.8 Physical Intervention and Restrictive Practices

Physical intervention (including reasonable force, restraint and seclusion) should never be used as a sanction. It is a safety measure, not a disciplinary measure.

All NEST schools must follow the NEST Restrictive Intervention Procedure, which sets out:

- When and how staff may use reasonable force
- Training requirements for staff
- Recording and reporting requirements
- How to minimise the need for restrictive interventions through proactive strategies

Reasonable force may only be used to:

- Prevent a pupil from hurting themselves or others
- Prevent a pupil from committing a criminal offence
- Prevent a pupil from damaging property
- Prevent a pupil from causing disorder

It is illegal to use force on a pupil for the purpose of punishment.

For full guidance, see: NEST Restrictive Intervention Procedure and DfE *Restrictive Interventions in Schools* (2025)

7. Safeguarding, SEND and Inclusion

7.1 Behaviour as a Safeguarding Concern

All staff should be aware that mental health problems can indicate a child has suffered or is at risk of abuse, neglect or exploitation; changes in behaviour may indicate safeguarding concerns; the pupil's safety always comes first, even when they're behaving in a very challenging way.

Where behaviour raises safeguarding concerns, staff will: report to DSL immediately, avoid automatic punitive sanctions without understanding context, prioritise support and safeguarding over punishment, work with external agencies as appropriate.

7.2 Child-on-Child Abuse

All NEST schools will have clear procedures for responding to child-on-child abuse, including harmful sexual behaviour (HSB), bullying (including cyberbullying, prejudice-based and discriminatory bullying), physical abuse, and other forms of abuse.

Harmful sexual behaviour (HSB) includes sexual violence and sexual harassment. When considering HSB, both ages and the stages of development of the children are critical factors. HSB can occur online and/or face-to-face. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma.

Schools play a crucial role in preventative education through a whole-school approach that creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment.

Schools will ensure all incidents are taken seriously and recorded, victims are supported and never made to feel at fault, the school balances safeguarding the victim with providing the child who caused harm with education and support (taking disciplinary action and still providing appropriate support are not mutually exclusive actions), restorative approaches are used where appropriate, and parents are involved (unless this would put the child at risk).

7.3 Special Educational Needs and Disabilities (SEND)

Children with SEND or certain medical/physical health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in this group.

All NEST schools will:

- Consider whether a pupil's SEN has contributed to misbehaviour and whether reasonable adjustments are needed. Punishing a pupil because of behaviour caused by their SEN or mental health issue that amounts to a disability is discrimination under the Equality Act 2010
- Flag patterns of challenging behaviour to SENDCo for investigation into unmet/unidentified SEN or mental health issues
- Adapt routines for pupils with SEN based on their needs
- Anticipate triggers and put in place preventative measures
- Work closely with parents and external professionals

Schools will make reasonable adjustments including: adapted communication methods, visual supports and social stories, sensory breaks or movement breaks, personalised behaviour plans, alternative sanctions appropriate to pupil's needs, additional adult support.

However, schools will maintain high expectations for all pupils and ensure adjustments do not excuse harmful behaviour towards others.

8. Mobile Phones and Smart Technology

NEST has a separate Mobile Phones and Smart Technology Policy that sets out the Trust's expectations and requirements for managing mobile phones and smart technology across all schools.

All NEST schools must follow the NEST Schools Trust Mobile Phones and Smart Technology Policy, which covers:

- Trust-wide principles and statutory requirements
- Rules for pupils bringing mobile phones to school
- Procedures for handing in and storing mobile phones
- Post-16 curriculum use
- Sanctions for misuse
- Staff expectations
- Digital literacy and online safety

For full details, see the NEST Mobile Phones and Smart Technology Policy.

All exceptions are considered case-by-case in consultation with parents/carers, SENDCo and senior leaders. Parents/carers must inform the school in writing and meet with the headteacher or senior leader to agree appropriate arrangements.

Exceptional circumstances may also include emergency situations where normal rules may be temporarily adjusted. Parents will be informed of any such arrangements.

9. Monitoring and Accountability

All NEST schools will record behaviour incidents and analyse data regularly to ensure the approach is fair, effective and supports all pupils.

Where data identifies disparities in how behaviour is managed across different groups of pupils, schools will investigate root causes, provide support for staff, review systems, and report findings to the Local Committee and Trust.
All staff must consistently apply this policy. Schools will provide induction training on behaviour expectations and regular CPD on behaviour management, trauma-informed practice, SEND and safeguarding.

10. Partnership with Parents and Carers

All NEST schools will: communicate behaviour expectations clearly to parents, call parents/carers in to discuss behavioural issues early and work as a team, celebrate positive behaviour with parents, involve parents in behaviour support plans where appropriate.

Parents will be: informed promptly of serious behaviour incidents, involved in restorative processes where appropriate, supported to understand and reinforce expectations at home, given opportunities to feedback.

11. Conclusion

At NEST, we are committed to creating schools where every child feels safe, valued and supported; positive relationships are at the heart of behaviour management; high expectations are maintained for all pupils with appropriate support; restorative approaches help children learn, grow and repair harm; consistency of principles is balanced with flexibility for schools.

By working together – staff, pupils, parents and the wider community – we will create calm, inclusive and nurturing environments where every child can thrive.

Appendix 1 – NEST Behaviour Support Plan

NEST Behaviour Support Plan

Name:	DOB:	Class:
Overview of Need:		Outside Agency Support:

Key Triggers:

Target	Support Strategies	Review/Next Steps

Behaviour	Strategies and Responses
Level 1:	
Level 2:	
Level 3:	

Date:	Review Date:	Signed by:

Appendix 2 – NEST Anti-Bullying Statement

Our Commitment

At NEST, we are committed to creating schools where everyone feels safe, respected, valued and included. Bullying of any kind is unacceptable and will not be tolerated.
We believe that every child has the right to learn and thrive in an environment where they feel safe, experience a sense of belonging and are treated with dignity and respect.

What is Bullying?

Bullying is behaviour that is intended to hurt, intimidate or cause distress and is often repeated over time.
Bullying may take many forms, including:

- Physical bullying
- Verbal bullying
- Emotional or social bullying
- Online or cyberbullying
- Discriminatory bullying, including racism, sexism, homophobia, biphobia, transphobia, disablism or bullying related to religion, culture, appearance or difference

Bullying can occur face-to-face or through the use of technology and online platforms.

We Recognise That

- Bullying can have a significant impact on a child's wellbeing, confidence, mental health and engagement with learning.
- Bullying can affect not only those who experience it directly, but also friendship groups, witnesses and the wider school community.
- All children have the right to feel safe, included and protected from harm.
- Everyone within the school community has a role to play in preventing and responding to bullying.

Preventing Bullying

The Trust is committed to preventing bullying through:

- Building positive relationships and a sense of belonging.
- Promoting kindness, respect, inclusion and responsibility.
- Establishing clear and consistent expectations for behaviour.
- Teaching pupils how to develop healthy relationships and resolve conflict appropriately.
- Encouraging pupils to speak up when they are worried about themselves or others.
- Celebrating diversity and promoting understanding of difference.
- Working in partnership with families and the wider community.

Through our curriculum, assemblies, pastoral support and daily interactions, we actively promote a culture where bullying is challenged and where all children feel valued and included.

Responding to Bullying

All concerns, allegations or reports of bullying will be taken seriously and responded to promptly, fairly and consistently.
In line with the principles of the NEST Behaviour Policy, schools will:

- Listen carefully to all parties involved.
- Ensure the immediate safety and wellbeing of pupils.
- Support those who have experienced bullying.

- Help pupils understand the impact of their behaviour on others.
- Enable pupils to take responsibility for their actions.
- Repair relationships where appropriate.
- Promote positive and lasting behaviour change.
- Monitor situations to ensure concerns have been fully resolved.

Responses will be proportionate and take account of the age, stage of development and individual circumstances of those involved.

Safeguarding

Some bullying behaviour may constitute a safeguarding concern.
Where bullying is persistent, discriminatory, prejudicial, involves harmful sexual behaviour, online abuse, child-on-child abuse, or places a child at risk of harm, schools will respond in accordance with the NEST Child Protection and Safeguarding Policy.

Working Together

Creating a culture where bullying is challenged and where every child feels safe, respected and included is a shared responsibility.
Pupils, staff, parents, carers, governors and the wider community all have an important role in promoting positive relationships, supporting one another and ensuring that NEST schools remain places where everyone can belong, learn and flourish.